DOCUMENT RESUME

ED 416 880 IR 056 905

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TITLE	Logan Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
INSTITUTION	Logan Library, UT.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE	1994-00-00
NOTE	50p.
CONTRACT	R167A20373
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Adult Basic Education; *Adult Learning; *Adult Literacy; Community Cooperation; English (Second Language); Family Programs; Federal Programs; Grants; Learning Disabilities; Library Collection Development; Library Role; *Literacy Education; Public Libraries; Publicity; Tutoring; Tutors; User Needs (Information); Volunteer Training; Volunteers
IDENTIFIERS	Library Services and Construction Act; Tutor Training; Utah (Logan); Volunteer Recruitment

ABSTRACT

The Bridgerland Literacy program of Logan Library (Logan, Utah) involved recruitment, retention, public awareness, training, basic literacy, collection development, tutoring, computer assisted, employment oriented, intergenerational/family, and English as a Second Language (ESL) programs. The program served a community of 50,000-100,000 people, and targeted the learning disabled, intergenerational/families, ESL learners, and functionally or marginally literate learners. Tutoring was done one-on-one and in small groups, using the Laubach, Literacy Volunteers of America (LVA), and Michigan methods. The program served 117 adult learners, and provided 2,763 hours of direct tutoring service. The report provides a comparison of actual accomplishments to goals and objectives set forth in the grant application; comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Appendices include: evaluation report, program survey, sample tutor and student newsletters, newspaper articles highlighting literacy programs. (SWC)

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ED 416 880

Logan Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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Part 1: General Information

Organization:	**Logan Library** **255 North Main** **Logan, Utah 84321**
Title:	**Bridgerland Literacy**
Report Submitted By:	**Nadene Steinhoff** **Bridgerland Literacy** **Logan Library** **255 North Main** **Logan, Utah 84321** **(801) 753-5064** **Ronald Jenkins** **Logan Library** **255 North Main** **Logan, Utah 84321** **(801) 750-9860**
Grant Number:	**R167A20373**
Amount Awarded:	**$23,500**
Amount Expended:	**$23,500**

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
___ between 25,000 - 50,000
_X_ between 50,000 - 100,000
___ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

_X_ Recruitment
_X_ Retention
___ Space Renovation
___ Coalition Building
_X_ Public Awareness
_X_ Training
___ Rural Oriented
_X_ Basic Literacy
___ Other (describe)_____

_X_ Collection Development
_X_ Tutoring
_X_ Computer Assisted
___ Other Technology
_X_ Employment Oriented
_X_ Intergenerational/Family
_X_ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
_X_ Learning Disabled
___ Mentally Disabled
___ Workforce/Workplace
___ Inmates of Correctional Institutions
_X_ Other (describe) Functionally or marginally illiterate

___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
_X_ Intergenerational/Families
_X_ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

_X_ Laubach _X_ LVA _X_ Michigan Method
___ Orton-Gillingham __ Other (describe)

5. If this project involved tutoring, how was it provided? (check as many as applicable)

X one-on-one tutoring X small group instruction
___classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? X yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

Students were initially assessed with the Literacy Volunteers of America READ Test and with informal readings. Most were then placed into a workbook level, with progress between levels recorded on a monthly basis. Progress was also measured by the number of hours of instruction. Evaluation techniques and results are detailed in Objectives #6 and #8 in Part III: Narrative Report.

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? X yes ___no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

Qualitative outcomes were measured by verbal reports from students and tutors. Staff tracked job advancements, acceptance to trade programs, and achievements like obtaining citizenship, a driver's license, or a library card. Details are provided in Objectives #6 and #8 in Part III: Narrative Report.

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
___ recruitment brochure
___ resource directory
X evaluation report
X survey
X newsletter(s)
___ other (describe)
_____
_____

8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 117
Of those served, how many received direct tutoring service? 117
How many hours of direct tutoring service did they receive? 2,763 (Tutoring)
How many new volunteer tutors were trained? 60 1,632 (Preparation)
How many current volunteer tutors received additional training? 4 Inservices*
How many volunteer tutors (total) were involved? 92
How many non-tutor volunteers were recruited? Approximately 20
How many service hours were provided by non-tutors? 2,445
How many librarians were oriented to literacy methods, materials, and students? 18
How many trainers of tutors were trained? We provided training for 20 tutors, students, and professionals who made up our training team.

Bridgerland Literacy also co-sponsored a statewide Training of Trainers in which 26 trainers were trained.

*Average attendance at inservices was 15.

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

7. Describe the impact of the Federal project on the ongoing program of the grantee.

Note: Narrative reports are not expected to exceed 20 double-spaced typewritten pages.

[Further monies or other benefits may, but not necessarily, be withheld under these programs unless these reports are completed and filed as required by existing law and regulations (20 U.S.C. 351 et seq.; 34 CFR Parts 75 and 77).]

Part III: Narrative Report

1. Accomplishments

Our objectives and accomplishments included:

#1) Recruit and match an additional 30 students and 30 volunteer tutors.

Forty seven additional adult literacy students and 60 additional volunteer tutors were recruited and matched. Recruitment and matching methods are detailed below.

#2) Conduct awareness campaigns targeted towards local factories, companies, service departments, and social service providers.

A 1992 survey showed that 42% of the households in Cache County were familiar with Bridgerland Literacy's services. Awareness campaigns held in 1993 have familiarized many more individuals with Bridgerland Literacy, but our primary recruitment tool for students and volunteers is word of mouth. Forty one percent of our incoming students come at the recommendation of current or past students. The following methods were used in awareness campaigns:

•Donated public service announcements and commercials aired continuously on radio and TV stations.

•Donated announcements ran weekly in the local Herald Journal and Cache Citizen newspapers.

•*Bike for Literacy*, a cross country trip sponsored by Bridgerland Literacy, attracted a great deal of local, state and national media attention. TV, radio and newspaper stations covered the event with stories, interviews and articles about literacy.

•A local *Light on Literacy Week* created awareness through newspaper, TV and radio features, flyers and posters, a banner across Main Street, windows painted in downtown shops, children's essays and art hung in four central locations, and booths at stores.

•The Office of Human Services distributed 1,400 inserts with public assistance checks.

•Information booths were held at the county fair, during Volunteer Week at Utah State University, at the Cache Valley Mall, and at a local grocery store.

•Presentations were made to church, civic, political and school groups.

•Flyers were hung on a regular basis in factories and in downtown windows.

•Over 650 doorknob hangers were distributed in the low-income section of Logan as part of an Eagle Scout project.

•Announcements were sent to church leaders to be read from the pulpit.

•Flyers were distributed at Homecoming and Christmas parades.

•Flyers were distributed at a USU basketball game.

•Flyers and brochures were made available at job service and social service agencies.

•Through the efforts of a local PTA group, flyers were sent home with children at several schools.

•Several companies and churches sponsored fundraising events for Bridgerland Literacy.

#3) Coordinate with Head Start, the Institute of Human Resource Development, and the Refugee Community Center in literacy efforts.

Bridgerland Literacy coordinated services with Bear River Head Start as part of a Family Service Center grant project. Literacy tutors provided one-on-one instruction to low-income parents, and Head Start provided child care during tutoring sessions. Ten families were jointly served.

The Institute of Human Resource Development, serving migrant families, ceased to exist. An alternative project was developed with a women's church group to serve Hispanic families. The Latter Day Saint Relief Society in Smithfield implemented a small family literacy project, with Bridgerland Liteacy providing training, coordination, numerous site visits, and resources. The Relief Society provided volunteers for tutoring and educational child care. Instruction was offered weekly, with attendance ranging from 2 to 12 families.

Bridgerland Literacy coordinated services with the Refugee Community Center, which

serves Asian refugees. Refugees were invited to all events, and one-on-one tutoring was provided to 8 Refugee Community Center clients.

#4) Support and nurture a new readers' support group.

Our new readers' meetings provided adult learners with a support system of empathetic peers, as well as a safe and supportive environment for members to develop communication and leadership skills. The new readers' support group became more firmly established this year. New readers adopted a logo, a name, (*New Horizons*), and stationary. They also made a decision to facilitate all meetings and set the yearly agenda themselves. Meetings were held twice monthly, and attendance ranged from 6 to 25 individuals.

Meetings and activities covered a wide variety of topics. A *Get Out and Vote* campaign introduced students to political platforms of candidates for local, state and national offices and featured visits from local candidates and an explanation of voter registration materials. A *Star for a Night* Talent Show gave students an opportunity to share hobbies, crafts and talents. Meetings sometimes took the form of a literature circle or centered around the creation of group poems or letters. The power of the written word was illustrated through a group letter written to former First Lady Barbara Bush. *New Horizon* students were excited to receive a personalized response from the White House.

One activity, a reading and group discussion of the book *Crow Boy*, served as a model for an article written by the project Coordinator and two professors at Utah State University. The article, "Literature Discussion Groups for Adult New Readers" was published recently in *The California Journal of Reading*.

#5) Provide at least 12 hours of literacy training to volunteer tutors.

Sixty additional volunteers were trained in workshops held in the fall, winter and spring. Tutors, literacy students, staff members (who are also certified Laubach Literacy Action trainers) and community and university professionals combined expertise to present the workshops, with

each individual presenting a segment of the 12-hour workshop. Effective use was made of round tables, hands-on activities, visuals, flip charts and displays. Each tutor received a copy of *LITSTART: Literacy Strategies for Adult Reading Tutors* and handouts.

Trainers utilized the resources and methods of the award winning *LITSTART: Literacy Strategies for Adult Reading Tutors*, *Laubach Way to Reading*, *Literacy Volunteers of America*, and the USU College of Education. Topics addressed included: an introduction to literacy issues and to our program, characteristics of adult learners, qualities that make an effective tutor, understanding phonics-based and meaning-based approaches, designing learner-centered curriculum, teaching techniques and activities, computer-assisted instruction, available workbooks and resources, encouraging writing, English-as-a-Second-Language (ESL) and learning disabilities. Highlights of the workshop are a tutor panel and student testimonials and readings. Evaluations provided insight and ideas for improvement of future workshops.

In addition to 12 hours of formal training tutors were encouraged to meet with Bridgerland Literacy staff to explore and develop individualized tutoring methods and lesson materials.

#6) Continue to evaluate and match each student with a volunteer tutor, provide access to all literacy instruction materials, and monitor each student/tutor pair on a monthly basis.

Bridgerland Literacy staff believe that the initial student orientation should set the stage for a positive learning experience. The orientation and assessment, conducted by staff members, typically lasts an hour to an hour and a half. Staff members seek to create a non-threatening environment as they explain how the program works, assess reading levels, and encourage the learner to express individual needs and goals.

Each incoming student was assisted in completing a two page intake form, providing information about the student's native language and ethnic group, education level, employment status, occupation, age, family background, source of referral, transportation mode, special needs, scheduling preferences, and tutor gender preference. The intake form aided the staff in assessing

the student's reading comprehension, spelling and grammar skills. Some students were assessed for phonics skills with the *Literacy Volunteers of America Reading Evaluation Adult Diagnosis (READ) Test.* The *READ Test* is also helpful in diagnosing potential learning disabilities. The student was asked to read selections from various levels in the *Laubach Way to Reading* and *Challenger* workbook series to evaluate comprehension skills and to determine the reading level they are most comfortable with. Each workbook level corresponds to a standardized reading level. The Coordinator encouraged the student to define specific reading goals and elicited student input in selecting the workbook series or resource materials best suited to his or her individual needs. At the close of the orientation the student was encouraged to check out a book.

Incoming students were generally matched within two weeks. Each student was paired with a trained tutor. Complimentary personalities or interests, convenient locations, and complimentary schedules were key factors in matching decisions. Special needs or advanced students were placed with more experienced tutors when possible.

Students and tutors were introduced by literacy staff and began meeting on a weekly basis to work at their own pace. Tutor/student pairs scheduled lessons around work and family schedules, child care, and transportation. Student status and literacy problems remained confidential between tutor and student.

Several Asian students preferred group instruction rather than individual instruction; a small ESL class accomodated their preferences. The class provided opportunities for conversation, role playing and occasional field trips in the community to practice survival skills.

Materials were provided either on loan or at cost. Students and tutors had access to a variety of excellent workbooks and manuals displayed in the Bridgerland Literacy office including: *Laubach Way to Reading, Patterns in Spelling, Challenger Series, Steck Vaughn Reading For Today-Reading For Tomorrow, Steck Vaughn Comprehension Skills, Real-Life English, Connections: Life Skills, Viewpoints: Nonfiction Selections, Expressions: Stories and Poems, Working in English: Beginning Language Skills for the World of Work, SOS: Speaking of Survival, and TUTOR: Techniques Used in the Teaching of Reading.*

The collection also included many supplementary "high interest/low level" materials that make it possible to personalize instruction and create interesting effective lessons. The selections included literature, "how-to" and survival skills manuals (especially those emphasizing job skills), trade manuals, new reader writings, Americana, popular culture, low level newspapers, GED study guides and writing guides. Books and stories written by Bridgerland Literacy students were a highlight of the collection. Grammar and spelling aids, phonics drills, phonics tapes, puzzles, games, flash cards and tape recorders were available as teaching aids. An Amiga Commodore and two IBM compatible computers were available for student instruction and composition. Currently 19% of the tutors utilize computers in their instruction.

Each student/tutor pair was contacted on a monthly basis to evaluate progress and track the number of instruction hours, workbook levels attained by each student and important milestones covered such as the obtaining of US Citizenship or a driver's license, a promotion at work, or acceptance at a trade school. Problems encountered by the student or tutor were addressed immediately and support and encouragement were provided. New curriculum was suggested if methods or materials were not producing the desired results. Rematches were made when personality or scheduling conflicts occurred.

#7) Provide general program support to both tutors and students to encourage a high enthusiasm level and commitment to the attainment of literacy goals.

Support, information and recognition were provided to tutors and other volunteers via *Words*, a quarterly tutor/community newsletter, quarterly inservices, a Volunteer Week bookmark designed by a student, thank you letters for special achievements or projects, Christmas cards, and opportunities to attend state literacy workshops and conferences. An annual summer picnic in Logan Canyon and a Christmas party drew over 100 volunteers and students.

Support was provided to adult learners via the new readers' support group, certificates of achievement, three parties, advocacy, Christmas cards, and opportunities to attend workshops and conferences.

The student newsletter, *New Words*, written and edited by students, was mailed to students on a monthly basis. The publication contained information about *New Horizons* activities, program announcements, and student writings.

Bridgerland Literacy also provided other opportunities for leadership development and in-depth involvement, such as board membership. Two students served on the board, with one serving as Vice Chair. He conducted board business and meetings in the absence of the Chairperson. A student served as a state delegate to the National Adult Literacy Congress in Washington, D.C. Students advocated for the program and recruited students, volunteers and donors at United Way, PTA, worksite, and church presentations. They also helped organize the *Utah Student Leadership Conference*.

Bridgerland Literacy students have been recognized on the state and national level for their writings, with Bridgerland Literacy students winning the *Utah New Reader New Writer Award* the last two years in a row. The program seeks to provide avenues for publication and recognition of new writers by publishing group collections and individual student writings.

Students are treated with dignity and respect, and their feedback is valued. We recognize that the program's reason for being is to meet the real needs of our students.

#8) Conduct an annul assessment of the program.

Five major components of the program were evaluated: students, tutors, staff, finances, and overall program effectiveness. The evaluations were conducted by the Board of Directors, an independent auditor and project staff. Students and tutors helped with evaluation and were also evaluated in turn.

During the 1992-93 year Bridgerland Literacy contracted with *Western Wats*, an independent program evaluator, to develop and conduct a professional survey targeting community citizens, religious leaders and tutors via mail and phone surveys. Three hundred community members, 170 religious leaders, 35 past tutors and 70 current tutors were interviewed. Because of the characteristics of low level readers and confidentiality concerns a mail or phone survey of

students would have been inappropriate, therefore a focus group of current students was conducted during the January 1993 *New Horizons* meeting. Topics addressed in the surveys and the focus group covered recruitment methods (which are most effective, how the program might increase student recruitment, etc.), whether the program is effectively meeting student and tutor needs and what those needs are, (what inservice topics might be helpful, whether tutoring facilities are adequate, etc.), the types of teaching strategies and workbooks currently used by tutors, and how the program might make potential donors or supporters more aware of literacy issues.

Student progress was measured by (1) the number of hours spent in instruction, (2) the percentage of students receiving 30 or more hours of instruction, (3) quantifiable gains in workbook levels, (4) the attainment of specific life skills such as passing an employment test, obtaining a work license or reading a novel for the first time, (5) verbal reports of increased confidence or self esteem, (6) the percentage of students entering Adult Basic Education programs or trade schools and (7) the number of students who volunteer their services back to the program as Board members, Student Steering Committee members, public speakers, writers for or editors of the newsletter or participants at state or national student conferences.

Information was gathered monthly and analyzed on an ongoing basis. Evaluation of this data, combined with student input on the Board and Student Steering Committee, determined curriculum adjustments and the number and type of services offered. Student feedback influenced the program to offer more job related materials and instruction, to emphasize a flexible, learner-centered curriculum with less emphasis on workbooks and more on relevant student goals, to begin development of an introductory computer course and to include a segment on computerized instruction methods in the Tutor Training Workshop in response to workplace trends towards use of computers, and to restructure new readers' forums so that students facilitate all meetings, enabling them to gain leadership skills.

Literacy instruction was provided to 117 adult new readers, with 103 receiving one-on-one tutoring and the remainder receiving small group instruction. The independent survey showed that 70% met once a week and 21% met twice weekly. Instruction methods and curriculum were

individualized in an effort to boost motivation, retention and effectiveness. Twenty four new readers met specific reading and writing goals, such as being able to enter GED and job training programs, or to advance their employment status. Only 16 students were referred to other programs or left the program before receiving 30 hours of instruction or achieving personal literacy goals. (*Michigan Literacy* estimates that the average adult advances one reading level for every 35-45 hours of tutoring.)

Tutor effectiveness was measured by (1) the number of hours spent in tutoring and preparation, (2) student gains in workbook levels or life skills, (3) verbal feedback from students, (4) evidence of curriculum being linked to individual student goals and (5) the creative use of a variety of teaching strategies such as language experience activities or the use of environmental print. Tutor satisfaction was measured by (1) the percentage tutoring for one year or longer and (2) an independent anonymous survey of tutors focusing on general satisfaction levels with their student match, progress made, and staff accessibility and support.

One hundred and fifteen tutors and program volunteers donated more than 6,840 hours to the program in 1992-93, with 4,395 hours spent in direct tutoring or tutor preparation. The independent survey revealed that over 95% of the tutors were somewhat or very satisfied with their student/tutor match, 90% found the staff very helpful, 88% went to the staff when assistance was needed, 95% found the office hours convenient, 88% felt like part of "a team" and 45% had tutored for a year or longer. Written material from a student's life was used by 57% of our tutors, and 62% did personal research. Ninety four percent felt that their student had a desire to learn, 85% felt that their student was reliable, 93% felt that their student was making satisfactory progress, and 93% felt that their curriculum materials were effective and appropriate.

Evaluation of volunteer data and the professional survey from last year resulted in a decision to provide more ongoing training via informational packets. Long term stability of university student volunteers as measured against community volunteers has influenced the program to begin more targeted volunteer recruitment. Previous evaluations of the Tutor Training Workshop have influenced trainers to discontinue video training segments, to include a Tutor Panel

and more hands-on activities, roundtables and student testimonials, and to work out a more accomodating training schedule.

Staff performance was evaluated by the Board of Directors to assess whether staff (1) met pre-determined quantifiable program objectives, (2) obtained the necessary financial and community resources to meet program needs and (3) successfully linked actual administrative tasks with our mission. The board felt that the staff had been successful in meeting program objectives, obtaining necessary resources, and matching activities to our mission.

Finances, including assets, revenues and expenditures, were reviewed on a regular basis by the Board of Directors. An independent audit measured (1) the reasonableness of costs, (2) consistency between the proposed budget and actual expenditures and (3) accuracy, consistency and integrity of all books, receipts and financial reports. Costs were found to be reasonable and accounts were consistent and accurate, however, the audit pointed up the difficulty of continuing to manage program finances using a spreadsheet. All accounts are now managed using accounting software to ensure accuracy and efficiency.

Overall program effectiveness was measured using both internal and external evaluations.

An internal Annual Program Report was prepared by Bridgerland Literacy staff and presented to the Board of Directors. This report measured program success in meeting pre-determined objectives, statistics on the number and quality of services provided by the program and participation levels, instruction hours provided and the number of students assisted, percentage of students who met literacy goals, the number of students who left the program and reasons, the number and type of promotional activities, participation in state and national events and cooperation with other organizations. The report concluded with staff recommendations, which were: (1) development of a (non-tutor) volunteer data bank with job descriptions, training or skills required, and duties, (2) further diversification of our funding base, (3) board development, including orientation packets and training, an annual board retreat, and development of specific roles and duties and (4) more effective tracking and evaluation of student progress. Objectives #3 and #4

have been implemented, objective #2 is in the process of being implemented, and objective #1 will be addressed later in the year.

Conclusions drawn from analysis of the independent program evaluation were: more outreach efforts need to be made in the rural north and southwest areas of Cache County. Tutor and student satisfaction is high. Students stressed the importance of confidentiality and a non-threatening initial assessment of their skill levels. Though Bridgerland Literacy has recently adopted a more formalized initial assessment, it is presented in a non-intimidating, informal manner in response to student concerns.

Our planning process has been and will continue to be guided by (1) program evaluations, (2) recommendations of the staff, Executive Director, and student and tutor Board representatives, (3) community needs (including increases in the immigrant population and local workplace trends towards using more computers and employee testing, etc.), (4) available resources (including staff time, funding levels, interested groups or organizations, and new technology or software) and (5) linkage of actual activities to the program mission.

Change in Personnel

The project Coordinator and Assistant Coordinator moved out of the area midway through the project year. The full-time Coordinator was replaced by Nadene Steinhoff. Nadene was a former project Director, and has three years of experience as an administrator, university literacy instructor and Practicum Student advisor, tutor, tutor trainer, and presenter at literacy, library and education conferences. She is an active member of the Utah Literacy and Adult Education Coalition, a member of the Cache Interagency Council, a Superviser for Laubach Literacy Action's *Training of Trainers* project, and has served on the Cache 2010 Health and Human Services Committee and as a delegate to the Governor's Conference on Libraries. Nadene recently served as the Executive Director of the United Way of Cache Valley

Brian Thomson, who replaced the Assistant Coordinator, has primary responsibility for student and tutor support and data management. Brian has three years of literacy experience as a

program volunteer, tutor, tutor trainer, *New Horizons* facilitator and special projects coordinator. He has considerable expertise in finance and computer applications and a wealth of volunteer experience.

2. Budget

	EXPENDITURES	
	Projected	**Actual**
SALARY and BENEFITS		
One Full-time Director at $8.00 an hour x 40 hours per week x 52 weeks Half of FICA $16,640 x .0715	$17,913	$17,641
CONTRACTUAL SERVICES		
Office assistance	1,100	
Program evaluation	900	500
LIBRARY MATERIALS		
Purchase of high-interest/low-level books to expand the program collection, computer programs for students (supplemental reading and phonics programs) and Laubach Way to Reading, Challenger Series, and Litstart.	3, 587	4,042
OTHER		
Memberships		10
Postage		306
Printing		27
Supplies		749
Phone		157
Volunteer Development		68
TOTALS	**$23,500**	**$23,500**

Funds budgeted for summer office assistance were diverted to other areas of the program as necessary office assistance was performed on a volunteer basis, and we were able to contract out our program evaluation at less expense than was projected. Excess funds were used for general operating expenses. A literacy software system was acquired (supplies) to manage and track student and volunteer data. All expenditures adhered to Title VI guidelines.

3. Activities

Library materials were acquired from Steck-Vaughn, Literacy Volunteers of America, New Readers Press, Contemporary Books and Ferron/Janis/Quercus book publishers. These publishers specialize in literacy workbooks and adult fiction and non-fiction. Books are short, generally colorful, and written at low reading levels. Topics are geared for adult readers.

Laubach Way to Reading, Challenger, Patterns in Spelling, Target Spelling, CONNECTIONS Life Skills, Steck-Vaugh Comprehension Skills, Real-Life English, Working in English, and *English Essentials* workbook series are the mainstay of our instructional materials and offer enough diversity to meet the needs our students. Some, such as the *Laubach* series, offer a structured phonics-based approach while others can be used to complement a whole language approach. Several target learners who speak English as a second language. Every workbook series in our collection is currently utilized by our tutors and students, depending on their needs and interests.

Detailed information about our collection has been provided above (Accomplishment #6).

Information about our trainings has been provided above (Accomplishment #5). A sample tutor training workshop agenda is included in the appendix.

A program evaluation was contracted out. The results of the survey are included in the appendix.

Bridgerland Literacy provided leadership and outreach to programs throughout Utah and the nation. During 1992-93 we obtained funding for and helped coordinate a statewide *Training of Trainers* for literacy providers, served on the Utah Literacy and Adult Education Coalition Board of Directors and on the Workplace Committee, and are currently sponsoring a new program in Rich County. Staff and literacy students presented workshops at the Utah Library Assocation, the *Light on Literacy* and the Utah Adult Education conferences. The former Coordinator carried out a *Bike for Literacy* trip across the country to raise funds and awareness for literacy. The trip was supported by the Utah State Office of Education, the Utah Literacy Coalition, Laubach Literacy

Action and Literacy Volunteers of America. A Bridgerland Literacy student represented Utah at the National Adult Literacy Congress in Washington, D.C. The Coordinator and a student presented a workshop at the California Literacy Conference, and assisted with the recent National Adult Literacy Congress. Laubach Literacy Action credited Bridgerland Literacy in a recent *Literacy Advance* article as being instrumental in saving LSCA Title VI funds for 1993-94 by instigating a nationwide letter writing campaign that resulted in 200 letters to Congress in two days.

During 1992-93 Bridgerland Literacy received a JC Penney *Golden Rule Award* for outstanding community service. A student received the *Utah New Reader New Writer Award* for a book he authored. The Volunteer Executive Director (the Logan Library Director) was honored with an Outstanding Leadership of the Year Award from the State Office of Education and Utah Literacy Coalition.

4. The Role of the Library

Bridgerland Literacy is an integral part of Logan Library. Part of the library's mission is to serve all segments of the community, including low readers and nonreaders. The library is able to accomplish this through the literacy project, which brings a nontraditional clientele into the library. Bridgerland Literacy has been housed at the Logan Library since 1988. The literacy program is somewhat independent from the library in that it is incorporated separately and derives some of its funding from outside sources. However, Bridgerland Literacy is more integrated than separate in that it shares space, equipment, staffing and some funding. A part-time literacy assistant is funded through the library. All finances are managed jointly by literacy staff and Logan City. Three private tutoring rooms are provided by the library, with reservations being arranged by a library staff person. Library staff receive regular updates and orientations about the literacy project, and the library board retains a liason member who serves on both boards and coordinates activities and communications. Many staff members and "Friends of the Logan Library" have donated funds or volunteered their services to the literacy project.

Even more importantly, the literacy project is guided by the Director of the Logan Library,

Ron Jenkins, who serves as the volunteer Executive Director of Bridgerland Literacy. Ron has displayed unusual commitment to literacy issues and to Bridgerland Literacy in particular. He provides vision and direction for the program, as well as day to day advice and guidance. He attends all board meetings where he serves as a non-voting board member, and tracks program finances. Additionally, he has served as an advisor on literacy projects to librarians in Utah and Wyoming and has presented on literacy topics at state library conferences. Ron was awarded the Outstanding Literacy Leadership of the Year Award in 1993 by the Utah State Office of Education and the Utah Literacy Coalition. Ron has continued to upgrade his expertise in the literacy arena by attending the Laubach Literacy Action *Training Project for the '90s* in Colorado as well as numerous literacy activities and orientations.

There is a mutually beneficial relationship between the Logan Library and the literacy program. Many low level readers now frequent the library, obtain library cards and check out books, and many individuals have used Logan Library for the first time as a result of the literacy services offered. In addition, Bridgerland Literacy provides positive publicity for the library and helps strengthen Logan Library's image and connections within the community.

5. Coordination

There is a positive network of cooperation and coordination between Bridgerland Literacy and other educational organizations, social service agencies, nonprofit and church groups, and businesses. The library project has been effective at utilizing a wide variety of community resources and groups, providing opportunities for volunteerism and involvement in the promotion of adult literacy. The following examples typified Bridgerland Literacy's community relationships during 1992-93:

Educational Institutions

The USU College of Education has worked in partnership with Bridgerland Literacy to design tutor training workshops based on solid research into effective teaching methodologies for adult literacy students. Faculty members have enthusiastically volunteered their time to assist with

tutor training workshops and inservices, and have assisted Bridgerland Literacy in the development of a broader, more flexible curriculum, one that is responsive to individual needs. One faculty member is currently helping us to refine our student assessment process. Recently the article "Literature Discussion Groups for Adult New Readers," jointly written by USU professors Dr. John Smith and Dr. Richard Harmston, and former Bridgerland Literacy Coordinator Judith Keller, was published in the *California Journal of Reading*. The article used as its model a discussion group at *New Horizons*, Bridgerland Literacy's new reader forum for students.

During the spring of 1993 Bridgerland Literacy entered into a collaborative effort with the USU Instructional Technology Department to develop literacy software programs that reinforce survival skills. USU graduate students designed programs for Bridgerland Literacy students that help them study for a driver's license exam, read road signs and understand the newspaper. New programs are currently being designed that will introduce literacy students to job skills such as filling out applications and utilizing placement services. A long term goal for the collaboration is the eventual sharing of these software programs with other adult literacy projects throughout Utah and the nation.

Two USU computer clubs have adopted Bridgerland Literacy as their service project and sponsored literacy presentations, donated software, and developed computerized introductions to Bridgerland Literacy.

A Practicum Student from the Department of Social Work served in the Bridgerland Literacy office during 1992-93. Practicum positions, supervised jointly by Bridgerland Literacy and the Social Work faculty, provide students with hands-on experience in social work and provide the literacy project with an extra staff person for nine months of the year. The student assisted with all aspects of program administration and implementation.

Many USU students, recruited through the university volunteer office, serve as tutors or program volunteers and are eligible to receive university credit through the Cooperative Education Office. USU sororities have played a large part in publicity efforts during annual *Light on Literacy Week* celebrations, painting local store windows and arranging displays throughout the

community and on campus.

Other unique forms of volunteer assistance included a financial audit and tax return prepared by a faculty member of the USU College of Business.

Bridgerland Literacy also worked with the two local school districts and the Bridgerland Applied Technology Center. Our basic literacy and English-as-a-Second-Language instruction prepared several students for GED or trade school programs. The BATC donated educational cassettes and workbooks and a used computer, which are utilized by our students.

Social Service, Religious and Nonprofit Organizations

Bridgerland Literacy coordinated services and received referrals from virtually every local social service and educational organization including: Cache Interagency Council, Family Services, Bear River Association of Governments, Parent-Teacher Associations, Cache Industries, LDS (Latter Day Saint) Social Services, Job Service, LDS Employment Service, Voluntary Action Center, Refugee Community Center, Deseret Industries Rehabilitation Services, Retired Senior Volunteer Program, Bear River Head Start and Family Service Center, Community Family Partnership Project, Citizens Against Physical and Sexual Abuse and county libraries.

Bridgerland Literacy coordinated a project with Bear River Head Start, offering basic literacy and English tutoring to low income parents while Head Start provided child care.

Bridgerland Literacy coordinated with the Voluntary Action Center and Sub-for-Santa to implement an annual *Have a Novel Christmas* book drive for low income families.

Several nonprofit organizations, such as Sunshine Terrace, a retirement home, scheduled Bridgerland Literacy inservice training for their employees and department heads. They also offered pay incentives for employees who became Bridgerland Literacy students and provided a large comfortable room for Bridgerland Literacy's new reader forum meetings, inservices, trainings, and socials.

Diverse groups ranging from youth detention programs, Boy Scout groups or the Cache Valley Reading Council assisted in the dissemination of Bridgerland Literacy flyers, door hangers

or notes sent home with school children.

Churches provide a strong well-defined network within Cache County and the library program coordinated activities with religious groups. Three churches sponsored a Bridgerland Literacy benefit dinner. Others sponsored displays, presentations and volunteer projects. A Latter Day Saint women's group in the north end of the county has implemented a pilot family literacy project for local Hispanic parents. This project targets the rapidly growing Hispanic population in outlying rural areas, matching grassroots volunteerism with genuine community needs. (See Objective #3.)

Businesses

Bridgerland Literacy has regular interactions with all major companies, especially those who employ large numbers of our students or potential students. Our staff and volunteers worked with personnel departments to encourage employee awareness through the use of flyers, ads and literacy student feature stories in company newsletters, presentations, or individual referrals. Several large companies provided space for tutoring sessions or sponsored literacy presentations.

Bridgerland Literacy received free publicity in the form of large and small print ads, the development and airing of commercials, and public service announcements. Local newspapers and radio stations including the Herald Journal, the Cache Citizen, the Utah Statesman, KVNU, Q92 FM, KLGN, and KUSU regularly featured literacy articles, interviews or publicity pieces.

6. Facilities

Bridgerland Literacy is housed at the Logan Library, which provides a large office space, three adjoining private tutoring rooms, and storage space. Access to copy and fax machines is provided. Trainings, inservices, new readers' meetings and social activities are held at the Logan City Meeting Hall Room or the Sunshine Terrace Adult Day Center in Logan. Board meetings are held in the Logan Library Traditional Archives Room. Tutoring space was utilized at the Smithfield Library, Bear River Head Start, Cache Industries, Utah State University offices and library rooms, and Weslo-Proform Fitness Products.

7. Impact of Federal Funds

Our library literacy project would not have been able to maintain its outreach without the funds provided by the Title VI funds. Our total budget for the year was $34,000. The $23,500 provided under the Library Literacy Program made up 70% of our budget.

Nonprofit programs in Utah, such as Bridgerland Literacy, struggle with a critical deficiency in state and local financial resources. The scarcity in resources is due in part to unusual state demographics. In Utah over 36% of the population is under the age of 18 while nearly 9% is over the age of 64. In fact, Utah ranks highest nationally in dependency ratios with 82 dependents for every 100 working adults. This puts a severe strain on local government resources, especially those that address non-infrastructure needs such as education and social services. Additionally, per capita income for Utah is a low $15,325. Cache County's per capita income is even lower. At $12,712, our county ranks 13.1% below the average state level, which is the third lowest in the nation (1993 Statistical Review of Government in Utah). This financial strain shows up in education expenditures (including expenditures for adult literacy) which are ranked lowest in the entire country (U.S. Department of Education). It also results in a generally low level of community donations to nonprofit organizations. When parents support large families on low wages they are unable to make significant financial contributions to local charitable organizations, although their need for services is substantial. Statewide United Way contribution figures are the lowest per capita in the entire country (United Way of America).

Seed money is provided through the Utah State Library to help projects become established but mature programs such as Bridgerland Literacy are not eligible for these funds. Bridgerland Literacy is eligible for a small amount of English as a second language funding from the Utah Office of Education, but does not fit into the framework of any other state funding agency.

Because resources are scarce, the library literacy program has made special efforts to effectively utilize volunteer and community resources, in effect tripling the value of each donated dollar.

Bridgerland Literacy's ability to extend its outreach, upgrade the quality of its services, and empower adults to live more meaningful and self sufficient lives is in direct proportion to the amount of funding received through the Title VI funds.

Appendix

Evaluation Report

Program Survey

Sample Tutor Newsletter

Sample Student Newsletter

***Bike for Literacy* Article**

***California Journal of Reading* Article**

***Literacy Advance* Article**

BRIDGERLAND LITERACY ANNUAL REPORT
1992-93

Success Stories

"Mindy" works in the housekeeping department at a local nursing facility. She came to Bridgerland Literacy for reading help in hopes that she would pass a chemicals test at work. She has been working with the program for a year and a half. Mindy's employer claims Mindy has become a different person since she began meeting with her tutor. She has a better attitude about work and her co-workers and friends, and she has gained self confidence.

Ken is a 49 year old maintenance man. He graduated from high school with limited reading and writing skills. When Ken came to Bridgerland Literacy for individualized literacy instruction, his self confidence was extremely low. Nothing seemed to be going "right" in his life and he felt improved literacy skills might be beneficial to him.

Ken was matched with a young professional woman who met twice weekly with him. Ken had expressed an interest in writing and journalism. With guidance from his tutor, he wrote numerous poems, stories, and articles. Ken asked his tutor if she could type his stories. Instead, she taught him how to type and word process.

Ken has blossomed into a leader since he became involved in Bridgerland Literacy. He is a support group leader and the student newsletter editor. Now he writes a monthly editorial column for the program newsletters and has become an advocate for the adult literacy. Ken is an inspiration for other adult new readers. Ken will be representing the Bridgerland Literacy program as a Utah delegate at the National Adult Literacy Congress in Washington D.C.

There are many students who have achieved literacy skills and a new life through the Bridgerland Literacy program. "Cindy" has become an avid reader. She makes weekly visits to the Bridgerland Literacy office to check out new books.

Thomas received his High School diploma and U.S. Citizenship. After living in the U.S. for 14 years, Samyan can finally express herself and understand work orders.

Many students are involved in program operations. Craig serves on the Bridgerland Literacy Board of Directors and Ken is the newsletter editor. Fifteen students regularly meet for New Horizons student support group meetings.

PROGRAM Progress Report

Our 1992-93 goals were to:

1. Conduct community awareness campaigns to publicize the importance of literacy and to recruit an additional 25-50 adult literacy students and an additional 25-50 volunteers.

This goal was met with 60 additional volunteers and over 47 adult literacy students becoming involved in the Bridgerland Literacy program.

Public awareness campaigns were conducted throughout the year. Publicity was carried out in the form of radio, TV, and newspaper PSAs, company newsletters, public speaking engagements, flyers, parades, a county fair booth, the Have a Novel Christmas book drive, information tables, and BIKE for LITERACY.

2. Provide at least 12 hours of literacy training to volunteer tutors.

Three 12 hour trainings were held to train volunteer tutors. The tutor trainings were implemented with the input of present tutors, students, USU faculty, and Bridgerland Literacy staff. A tutor training team has been organized to facilitate the training. Modules on Litstart, Laubach Way to Reading, Whole Language, and computer assisted instruction are included in the training.

3. Evaluate and match each student with a volunteer tutor.

4. Provide each student/tutor pair with literacy instructional materials.

5. Monitor each student/ tutor pair on a monthly basis to evaluate progress, assess needs and provide individual support.

Sixty student tutor pairs were matched. Each student was interviewed before s/he was matched. During this interview the student set specific goals for his/her literacy instruction. Tutor/student pairs were provided with instructional materials and with access to all literacy materials available in the Bridgerland Literacy office. Tutors were contacted on a monthly basis to evaluate progress and to provide support and advice for each individual pair.

6. Provide general program support to both tutors and students to encourage a high level of enthusiasm and commitment to the attainment of literacy goals.

Support was provided for both students and tutors. New Horizons, the program's student support group, met twice monthly. All students were invited and encouraged to participate in this group. Since April 1993, average attendance at New Horizons meetings has been between 15 and 20 students. Program socials for students, tutors, program volunteers and their families were held in July, October and December. Close to 100 individuals participated in these events.

Newsletters were sent to students and tutors on a regular basis. Students were given the opportunity and support to participate in leadership positions.

Quarterly inservice trainings were held for tutors.

7. Conduct a program evaluation.

Bridgerland Literacy contracted with Ross Smith to evaluate the program and services. Four questionaires were developed to determine program effectiveness. 300 adult members of the community were randomly selected for phone interviews. 105 church leaders were interviewed, and past and present tutors completed questionaires. A focus group was used for deriving information from adult new readers.

Results of the survey show that Bridgerland Literacy may benefit from more public awareness campaigns, especially concentrating on the rural North and Southwest areas of Cache County.

Tutor and student satisfaction with the program is quite high. Students stressed the importance of confidentiality and of non-threating/ non-formal assessment of their reading ability and skills.

Number of adults assisted during 1992-93.

In 1992-93, 101 tutors assisted 117 adult new readers with literacy instruction. 103 adults received one-on-one instruction, and the remainder received small group instruction. Instructional methods and curriculum were individualized and learner-centered in an effort to boost motivation, student retention and overall effectiveness. Students and tutors met once or twice weekly for one to two hours per session.

Tutors and staff also worked on occasion as advocates for the students, assisting them in obtaining driver's licenses, jobs, training, checking accounts, advancements, and counseling.

Over 6,840 hours were donated to the program by 115 tutors and program volunteers, with over 4,395 hours spent in direct tutoring and tutor preparation.

Number of adults who achieved literacy goals.

Twenty four adult new-readers met specific reading and writing goals, such as being able to enter GED and job training programs or advance in their employment and/or change jobs. Eighteen students moved from the area. Only 16 adult new readers were referred to other programs or left the program before receiving 30 hours of instruction or achieving personal literacy goals. Currently, 62 adults are receiving literacy instruction through the Bridgerland Literacy program.

Publicity

Bridgerland Literacy estimates that the majority of the Cache County population has had the opportunity to become informed of the Bridgerland literacy program through advertising efforts. The program evaluation showed that approximately 42% of the households in Cache County are familiar with Bridgerland Literacy. The following methods were used to promote literacy and the Bridgerland Literacy program:

1) PSAs were aired on local radio and cable television. PSAs were printed in the Herald Journal and the Cache Citizen on a regular basis. In addition, radio stations, the newspapers, and the cable company have reported feature stories on the Bridgerland Literacy program.
2) Letters and flyers were sent to all church leaders. These letters were to be read to congregations and flyers were hung on information boards.
3) Bridgerland Literacy participated in the Homecoming and Christmas parades and handed out flyers to the public.
4) Flyers were given to shoppers at Macey's and Smith's grocery stores. Flyers were also given to people attending the USU/ Irvine basketball game.
5) Information booths/tables, manned by program volunteers, have allowed the program to disseminate information at the Cache County fair, Smith's, the Cache Valley Mall, and the USU campus.
6) Flyers and brochures about the program are available at most social service offices (see below list under cooperation with other agencies).
7) The program worked with the office of Human Services to include flyers in 1,400 Welfare and public assistance checks for Cache County.
8) The school district and the Woodruff PTAs have helped provide information to school children.
9) Wilson and Woodruff schools participated in a literacy essay and art "contest". The resulting posters and essays were hung at the Mall, Hardees, Fred Meyers and Deseret Industries.
10) Chi Omega Sorority made posters and hung them in local businesses. In addition, they painted the windows of some local Main street businesses.
11) Flyers were hung throughout the valley in public places and in factories.
12) Literacy Awareness Week was held during the last week in February.
13) The director addressed many church groups, government meetings, and social service groups. The purpose of these public speaking engagements was to inform people about literacy issues and the Bridgerland Literacy program.
14) Paul Cannon, an Eagle Scout candidate designed and hung 650 doorknob flyers in Logan.
15) The Valley Players choose Bridgerland Literacy as the beneficiary of their annual February production of Three in the Round.
16) Bike for Literacy was instrumental in raising public awareness through newspaper, TV and radio stories, and through a public sendoff event.

Bridgerland Literacy coordinated with the following agencies during 1992-93.

Refugee Community Center
Bear River Association of Governments
LDS Employment Service
Logan City Schools
Citizens Against Physical and Sexual Abuse
Volunteer Center USU
Community Family Partnership Program
Headstart
Job Service
Deseret Industries
Logan library
Northeastern Services
Cache Inter-agency Council
Cache Industries
Social Services
local churches
Helpline
USU

Participation in State and National Literacy efforts.

1) New Reader, LaRue C. Bills and Judith Keller presented a session on New Reader Book Discussion groups during the Cal-Lit annual conference in Sacramento, Ca. On Sept. 24, 1992.

2) The California Reader published an article, "Literature Circles for Adult Readers". The article, written by Richard Harmston, John Smith, and Judith Keller, explores New Horizon's book discussion on Crow Boy.

3) New Readers Ken Willson and Bob Bosworth, coordinated with new readers from Project Read in Provo in the presentation of a round table discussion on New Reader Support Groups at the Utah Light on Literacy Conference on Feb. 28, 1993.

4) Lori Olmstead presented models for English as A Second Language for the Utah Adult Education Conference on June 15, 1993.

5) Judith Keller was a facilitator for sessions during the Light on Literacy Conference and the Utah Adult Education Conference.

6) Bridgerland Literacy and the Literacy Action Center in SLC designed and implemented a state-wide training of trainers in Oct. 1992.

7) Judith Keller submitted a successful grant application for funding from Laubach Literacy Action of further training of trainers and state-wide development of literacy efforts for non-profit programs.

8) Bridgerland Literacy participated in monthly meetings for the Utah Family Literacy and Workforce Literacy Committees. In addition, Bridgerland Literacy was an active as a voting member on the Utah Literacy and Adult Education Coalition Board of Directors.

9) Bridgerland Literacy was recognized by Laubach Literacy Action as being instrumental in lobbying for the restoration of LSCA Title VI Library Literacy funds.

10) Bike for Literacy has received national recognition with publications in the Written Word, Laubach Literacy Advance, and AP coverage.

Awards and Recognition

Finalist in the JC Penney Golden Rule Award

Ken Willson was selected as the Utah New Reader Writer of the Year Award

Ronald Jenkins received the Utah Outstanding Leadership of the Year Award

What changes would the program benefit from?

1) Bridgerland Literacy would benefit from the development of a volunteer management plan which would utilize more volunteers in office management and general tutor/student support services. Such a system would guarantee closer tracking and support of tutor/student pairs, would help prevent director "burn-out", and would provide for more efficient program operations. Presently the director implements most aspects of the program.

2) Diversify the funding base.

3) Nurture of the Board of Directors with an orientation packet and possibly a board retreat to focus on the program direction and annual goals.

4) Brainstorm a mission statement for the program. This statement might include literacy advocacy and instruction. (See Peter Druckers book Managing the Non-profit Organization.)

5) Develop the system for the evaluation of student progress and achievement.

(Coordinator's note: Three of these recommendations have been implemented. Two are in the process of being implemented.)

PROGRAM SURVEY Conducted by Western Wats in 1992-93

1. Present Tutors

44.7% have tutored for one year or longer.
42.6% have tutored more than one student.
70% meet once a week.
21% meet more than once a week.
70% of tutoring occurs after 4 p.m.

Where tutoring takes place:

60%	In the library
24%	In a student's home
9%	In a tutor's home

46.8% felt the tutor training was very helpful.
44.7% felt the tutor training was somewhat helpful.

Inservices that would be helpful:

Phonics	45%
Patterns in Spelling	41%
Whole Language	34%
ESL	32%
Challenger	21%
Laubach	9%
None	15%

32% would like inservice every 3 months
34% would like inservice every 6 months
48% would attend support group meetings
70% would attend quarterly meetings

What people use in tutoring sessions:

Books	85%
Workbooks	79%
Environmental print	57%
Flashcards	45%
Tape	31%
Games	28%
Other	21%
Computer	19%
Phonics	41%
Laubach	41%
Whole Language	38%
Challenger	31%
Other	31%

95.1% of tutors are somewhat or very satisfied with their student/tutor match.
90.5% found BL staff very helpful.
88.1% go to staff for assistance when needed.
61.9% do personal research.

63% of all tutors are college graduates.
76% are employed full or part time.

2. Past Tutors

56.7% of past tutors have advocated the program.

80% of past tutors would tutor again sometime in the future.

Comparing present tutor survey with past tutor survey, it is interesting to note:

	FALSE	TRUE
BL staff is accessible		
Present tutors	Missing*	89.4%
Past tutors	3.2%	87.1%
Student made (is making) satisfactory progress		
Present tutors	7.3%	92.7%
Past tutors	33.3%	62.5%
Felt like part of a team:		
Present tutors	11.9%	88.1%
Past tutors	33.3%	66.7%
BL hours convenient to schedule		
Present tutors	4.9%	95.1%
Past tutors	22.2%	74.1%
Student was reliable		
Present tutors	14.6%	85.0%
Past tutors	14.3%	75.0%
Student had (has) desire to learn		
Present tutors	7.1%	93.9%
Past tutors	14.8%	81.5%
Student's job interfered		
Present tutors	75%	25%
Past tutors	75%	21.4% (3.6% Don't know)
Materials were appropriate		
Present tutors	7.3%	92.9%
Past tutors	22.2%	74.1% (3.7% Don't know)

3. Cache Residents

People heard about BL in the following ways:

Word of mouth:	22.8%
Newspaper	21.7%
Radio	19.5%
Flyers	13.1%
Libraries	10.4%
Workplace	9.4%
Church	6.5%
Television	6.5%
Social service	5.5%

57.4% were not previously familiar with BL.

6.5% have advocated BL.

46.7% feel there is a great deal of need.

33.1% feel there is somewhat of a need.

2.3% are aware of someone in their household who could use BL services.

24.8% are aware of low-level readers.

55.6% read a newspaper very often.

58.8% have a library card.

23% never use a library.

19.7% use a library once a month.

Libraries used are:

Logan	31%
USU	25%
Other	25.9%

4. Church Leaders

60.6% heard about the program in the following ways:

48.4% from flyers*
42.2% from word of mouth
30.2% from church
26.6% from the newspaper
21.9% from radio

**These flyers might be the ones mailed out to churches during Literacy Week.*

39.4% were unaware of BL before.

32.4% have advocated program to congregation.

41.7% are aware of adult members in their congregation who could use BL services.

43.8% say there is little need for the program in their ward.

61% feel there is somewhat of a need in the community.

18% feel there is a great deal of need in the community.

79% cumulative believe there is at least somewhat of a need.

0% answered that there is a great deal of need in their congregation.

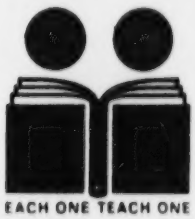
67.7% would like more information on BL.

WORDS
BRIDGERLAND LITERACY

Editor: Susan Boor | 255 N. Main, Logan, UT (753-5064) | March 1993

Literacy Awareness Week

February 28 - March 6



Ideas for Celebrating Literacy Awareness Week

1) Apply for a library card
2) Give books for gifts
3) Set personal and family reading goals
4) Share your favorite book with someone
5) Enroll for a class
6) Start a kid's bookshelf at home
7) Add to the family library
8) Donate books to an organization
9) Read aloud to your kids and others
10) Plan a visit to the library
11) Teach someone to read!

Coming together is a beginning.
Keeping together is progress.
Working together is success.

Henry Ford

Follow Your Dreams

Follow your dreams,
take it one step at a time;
Don't settle for less,
but continue to climb.

Follow your dreams,
if you stumble, don't stop;
Keep your sight on your goals
and press on to the top.

For only at the top,
we shall see the whole view;
We shall see what we have done
and what we can do.

By Debbie Cortazar

(The above poem, published in Scranton, Pennsylvania's Lackawanna Junior College Memory Book of 1990, was submitted for our newsletter by tutor Paul Vinck, a Lackawanna graduate.)

The Dawn

In the morning there is the dawn of the dew. The world is starting to wake up from a deep sleep of the night. The flowers are opening up to show their beautiful colors inside.

The dawn has kissed the land with a long winter's nap. But now it is Spring again. The birds are singing their songs up in the trees. Yes, the dawn will be back one day real soon.

By Brenda Donohoo
Bridgerland Literacy student

The Fat Old Man's Corner

As a student of Bridgerland Literacy, it seems a little like Robert Frost's poem "The Road Not Taken" to me. As I went down life's road I did come to a place where two roads diverged and unlike Frost, as I looked down the two roads, I knew which one I would like to travel. But life being as difficult as it is for a non-reader, I went down the other road.

Continued on page 2

The Fat Old Man's Corner

Continued from page 1

It is not that life has been so hard for me, but when one cannot read, life is a trial and you have to travel the road of the uneducated. By this I do not mean that someone who does not read is not educated. When you cannot read you cannot get the better job. You (I) may have a hard time when it is time to read at church. Do you go out to eat much? Almost everything I have done or do day to day has a lot of reading.

Let me get back to my road. I want to say that life can be great especially when you are reading. Life is an adventure to be explored not a problem to be solved. This problem is an adventure to be explored. Bridgerland Literacy can be the other road if we let it. So let's all remember that reading is learning and learning is growing and No One is too Old to learn. P.S. Keep up the reading.

The Road Not Taken

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that, the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

Robert Frost

Check It Out

By Lori Olmstead

Enjoy a good mystery?

Well, check out the new series Bridgerland Literacy has just received by Steck-Vaughn on Great Unsolved Mysteries. Twenty books cover areas such as *The Secrets of Tut's Tomb*, *The Mystery of Stonehenge*, *Mysteries of the Mind*, and *The Killer Bees*.

Introducing the series, Steck-Vaughn publishers state, "These highly intriguing mysteries will capture the interest and imagination of your students. Each carefully researched topic presents a balanced view, so the reader can draw his or her own conclusions." Reading through several of the books, I have to agree.

For instance, *Mystery in Peru* investigates why complex, huge pictures and designs were carved into the earth near the village of Nazca in southern Peru 2,000 years ago. Explanations of ritual significance, calendars, even space visitors receive coverage. However, the focus of the book is on explorer Jim Woodman and his quest to prove the Incas had learned how to make hot-air balloons--long before Park City residents got the notion. Digging through ancient legends and ancient graves, Woodman discovers some pretty amazing bits and pieces that fit his theory. Although the book didn't convince me one way or the other, it sure opened up a wealth of who-done-its to think about.

The series is advertised to be at a 5th to 7th grade level. However, the layout of the books is so "user friendly" that I feel a 4th grade level is more appropriate. A Teacher's Guide highlights difficult content words for each book and may be used for sight word instruction before tackling the subject matter. Each book is 48 pages long and contains vivid photographs, maps and designs to aid understanding.

Continued on page 4

Literacy Awareness Week

February 28, Sunday

Cache Valley churches will announce Literacy Week in services.

March 1, Monday

Look for the Literacy Focus in the *Valley* section of the Herald Journal and the Utah Statesman Literacy Volunteer article. Also, throughout the week look for the children's artwork and story displays at Hardee's, Fred Meyer, Deseret Industries, and the mall...the Bridgerland Literacy Banner across Main Street...and the Valley Channel announcement.

March 2, Tuesday

Come into the Logan Library to see our Literacy display and check out some books!

March 3, Wednesday

The Cache Citizen will be featuring a literacy article, and there will be a literacy information table in the Taggart Student Center from 8am to 2pm.

March 5, Friday

Literacy information tables at Fred Meyer and Deseret Industries from noon to 5pm.

March 6, Saturday

Literacy information tables at Fred Meyer and Deseret Industries from noon to 5pm.

Class Appreciation

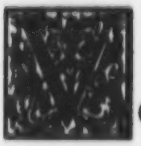
On January 26, 1993, Bridgerland Literacy's Bob Bosworth spoke to the 3rd, 4th, and 6th grade classes at Oakwood Elementary in Preston, Idaho. He shared with them his struggle of learning how to read as an adult and details of his trip as a delegate to the National Literacy Conference in Washington D.C. in 1991, which included a visit with Barbara Bush. Mrs. Downs' class summed up their appreciation:

Dear Mr. and Mrs. Bosworth,

Thank you for coming and sharing your story with our class. It's exciting to see someone who has overcome a reading "handicap" and is willing to share his experiences with others to help them.

We wish you success in your continued efforts to help spread the word about literacy programs. We also hope you have much success in your own program of becoming a better reader.

Thank you again from Mrs. Downs' Class.



olunteer Corner

Working for Bridgerland Literacy we have the opportunity to get to know the extraordinary volunteers who carry the ball and keep this program rolling. This month we would like you to meet the Bridgerland Literacy Volunteer Extraordinaire Run and Kill the Wolf, alias Paul Vinck.

In December 1991, Paul Vinck walked into the Bridgerland Literacy office and asked if he could volunteer. At that time, I did not realize what a gold mine of service he would provide for the program.

Paul volunteers an average of eight hours every week to Bridgerland Literacy. His services include tutoring in basic reading, writing, math, computer skills and English as a second language. He works with 8 individuals helping them reach diverse literacy goals. In addition to one-on-one tutoring, Paul acts as the computer technician and has helped with public awareness campaigns and telephone surveys.

In addition to Bridgerland Literacy, Paul volunteers to help people computerize their family history. He enjoys singing and reading, and is a member of a local mountain man club where he is known by the name Run and Kill the Wolf.

The name Run and Kill the Wolf was given to Paul after a hunting incident in Canada. You will have to ask Paul about the details; it's a great story, and it illustrates Paul's capability to do just about anything.

Welcome Aboard New Tutors!

Loye Painter	Jaci Cooper
Tony Gardner	Shanna Eborn
Rosemary Washburn	Ellen Parker
Carol Wolfe	Beth Oldham
Sonia Davila	Kay Peterson
Craig Johnson	Guy Gilberts
Marian McFarland	Karoline Barbe

Check It Out

Continued from page 2

Although the material is non-fiction, it's presented in a mystery fiction format. The books tease with a mixture of myths and legends, possible scenarios, and lots of "Why?" "Is it possible we will ever know?" and "You've read the evidence, now what do you think?"

All in all, great material for noisy tutoring sessions. Check it out.

Tutor Meeting

A tutor meeting will be held at 7pm on March 3, 1993, at Sunshine Terrace Adult Day Center.

WORDS Vol. 6 No. 2
BRIDGERLAND LITERACY
Logan Library 255 N. Main
Logan, UT 84321

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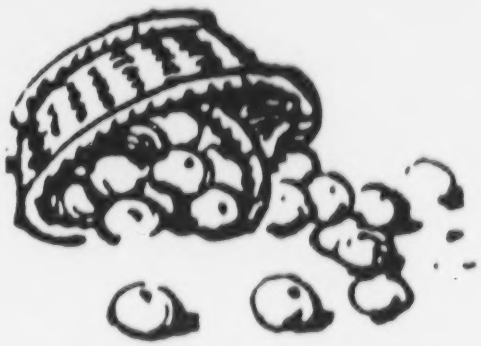
April 1993

New Words

The student newsletter of Bridgerland Literacy

Literacy Office: 753-5064

Editor: Ken Willson



The Apple Tree

Once upon a time, Mother cut an apple in two. She took the little seed out of the apple and planted it in a pot. Each day she watered the seed. The seed sprouted and started to grow, until the apple tree was big enough to take outside.

Father dug a big hole in the ground. He planted the apple tree and watered it.

The apple tree was big in the spring and had white blossoms on it. The blossoms dropped off and little green apples grew on it. The apples grew all summer. They ripened and turned yellow.

The daughter, Sally, picked an apple and bit into it. It was sour. Sally spit it out.

In the fall, Mother and Father, went out to get a ladder. She asked her mother and father if she could get the basket. They went out to the apple tree and Father set up the ladder. Sally climbed up the ladder and picked some apples. Mother said to Father, "let's pick the apples and bring them in for the winter."

They picked apples all day and brought in many baskets of apples. That night Mother baked an apple pie.

By Elaine Groll

Cache Valley Community Health Clinic

FREE health care. You can go to the doctor for free. If you do not have health insurance and you need to see a doctor, go to the Cache Valley Community Health Clinic.

The clinic is open on Tuesdays and Thursdays from 6:00-9:00 P.M. at 270 1/2 North Main Street - (next to the drivers license office in Logan.)

Go to the clinic just before 6:00 P.M. You can take your family to the clinic.

THE FAT OLD MAN
Thanks The Volunteers

Volunteers help in all kinds of ways, they work at hospitals and nursing homes, schools and most every where. But at this time I would like to pay tribute to my tutor and all of the rest of the tutors at Bridgerland Literacy. Without all of them we would not be reading as well as we do. It is not just the help in reading and writing, that I like, it is the opportunity to grow and increase all my capabilities.

I would like to tell a little about my tutor and how she has helped me get started writing. At the time we met for our first lesson it was very awkward for me because she knew who I was. But being the giant of a person that she is, she made me feel very good. After we had been working together for a while, she said, "For the next lesson write something, anything, **just write**." So I wrote and now I am like a little kid that has just learned to talk, and you can't stop me from writing.

Words can not express how much this means to me. It is something that I have always wanted to do, but I never felt that I could, and no one else said - **do it**. So to my tutor I am going to say, "Thanks for just getting me to do what I always wanted to do. Without you to make me do what I wanted to, I would not be writing now." From the bottom of my heart Thank You again. Lets all remember reading is learning and learning is growing and No One is too old to learn.

SUPPORT GROUP REPORT

Hey Judith thanks for the great slide show on Africa. A big thank-you to everyone who came. We had the best turn-out ever. 21 people came to the show.

We hope that more people will come to the next meeting on April 29. We will be watching the movie *Bluffing It*. This movie is about a man who cannot read. He loses his job because he cannot read. Come watch the movie for the rest of the story.

We will have popcorn and drinks. Bring your family for a nice evening. 7:00 P.M. in the Sunshine Terrace Adult Day Center - (downstairs in Sunshine Terrace 225 North 200 West, Logan.)

Call Judith at 753-5064 if you have any questions.

CONTEST:

Write a story or poem and give it to Judith in the Bridgerland Literacy office. All winners will be published in the newsletter.

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LITERACY
ADVANCE
A VOLUNTEER VIEW OF ADULT LITERACY

1993
VOLUME 17, NO. 3

U.S. PROGRAM OF
LAUBACH LITERACY INTERNATIONAL
1320 AMBERLEY AVENUE
SYRACUSE, NEW YORK 13210

LITTLE ROCK WILL HOST BIENNIAL: 'Challenge Of Change' Is Theme

The Little Rock Convention & Visitors Bureau public relations assistance brochure says on its cover, "Little Rock — full of surprises." Planners of the 1994 LLA Biennial Conference, which will be held there in June 1994, anticipate that the event will be as full of pleasant revelations as the city hosting it.

The theme is "The Challenge of Change." Conference planners anticipate an event that will provide support to Laubach volunteers and solutions to the problems that face adult literacy advocates in the near future.

Pre-conference workshops will be held June 1-2. They will be intensive workshops which run six, nine, or 12 hours each. Topics include a seminar by Wider Opportunities for Women (WOW) on "Literacy in Context," which will demonstrate how to establish and maintain programs that help people develop skills to meet specific workplace, family, or personal needs. Total quality management techniques as they apply to program management will be offered, as well as trainer development, instruction, and program management workshops. In addition, a leadership development workshop for new readers will be given.

The full conference begins Thursday afternoon, June 2, and ends Sunday morning, June 5. The Excelsior Hotel, site of the conference, is an

continued on page 4

While much of Arkansas is rural, at the heart of it lies a large urban complex — Little Rock, the state capital and site of the 1994 LLA Biennial Conference. It will be held at the Excelsior Hotel, located on the Arkansas River. Delegates will be near many places of historical significance including the Old State House where President Clinton made his acceptance speech. It was the first Arkansas State Capitol and now contains a museum of the state's history.

SUPERSTATION WWOR LAUNCHES LITERACY CAMPAIGN
Cable Operators Nationwide Will Promote LLA/LVA

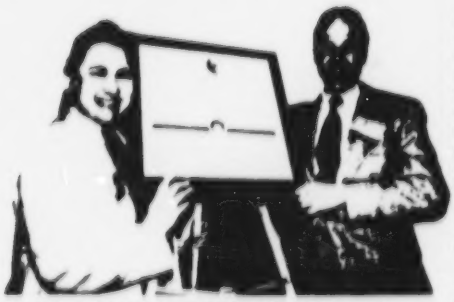
On September 9, 1993, International Literacy Day, superstation WWOR launched a national public awareness campaign designed to promote literacy programs in WWOR cable markets. Called "WWOR Community Read," it is a collaborative effort of WWOR, Laubach Literacy Action (LLA), Literacy Volunteers of America (LVA), and Coors "Literacy: Pass It On" campaign.

According to Gil Korta, vice president of marketing for EMH Communications, the communications arm of WWOR, Community Read will enable cable operators who carry WWOR to promote LLA and LVA programming in their respective communities. Danny Glover, literacy spokesperson for Coors, is featured in the public service announcements that are part of this marketing effort.

WWOR Community Read is a "grassroots" type of program, said Korta. "LLA and LVA local literacy sites operate in nearly all of our 7.106 service markets. The goal of WWOR Community Read is to empower people in WWOR communities to get involved in their local literacy programs. That includes making current programs more accessible to non-reading adults and mobilizing funding and volunteer support for LLA and LVA efforts," he said.

Participating cable operators have received a complete marketing package that includes print and radio ad spots, promotional pieces, and other marketing materials that will help them maximize the opportunity to advance literacy work in their communities.

WWOR Community Read utilizes Coors' nationwide toll-free literacy hot line (1-800-626-4601), which callers can use to receive more information.



Marie Clinton Bruno, chair of the 1994 LLA Biennial, and LLA Executive Director Peter Waite unveil the logo and theme of the conference, "The Challenge of Change," at the Arkansas Literacy Councils' annual meeting and conference.

Plans for the WWOR Community Read campaign were announced at the National Cable Television Association (NCTA) convention in San Francisco. Gail [illegible] in June. Actor and literacy advocate Danny Glover, who appears in PSAs for the promotion, joined WWOR officials and literacy representatives at the press conference. Juanita Stanley, executive director of California Literacy, attended for LLA.

HIGHLIGHTS

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TANDEM BIKERS PROMOTE LITERACY IN CROSS-COUNTRY TOUR

Former Bridgerland Literacy Director Judith Keller and her husband, Nelson Cronyn, took a tour on their tandem bike this summer — more than 2,000 miles worth of duet pedaling.

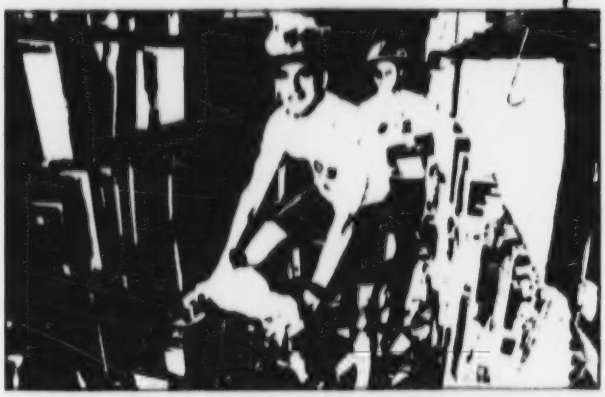
The purpose of this excursion was to raise funds for and promote the work of literacy programs across the country. It began in Logan, Utah on July 31. With adjustments to the original schedule because of flooding in the midwest, the pair have traversed Colorado, Nebraska, Missouri, Iowa, Illinois, Indiana, Ohio, West Virginia and Virginia to their final destination: Washington, D.C. They planned to arrive in the nation's capital in time to coincide with the Fourth National Adult Literacy Congress on September 17.

Bicycling together is not a new experience for the couple. After completing a three-year stint in Africa for the Peace Corps, Keller and Cronyn — who is a national time trials champion with the U.S. Cycling Federation — toured Chile, Mexico and the United States, traveling about 10,000 miles in one year. Keller said they often had only a vague idea of where they wanted to go before jumping on their bikes and taking off.

But on this trip, the couple's strict schedule required that they ride anywhere from 36 to 117 miles a day. VISTA literacy volunteers coordinated the agenda and planned promotional rallies along the way, from Salt Lake City to the U.S. Capitol. The trip has been supported by The Utah Literacy and Adult Education Coalition and the Utah State Office of Education. All money raised along the way will go directly to local literacy programs.

Keller, who managed the local literacy program in Bridgerland for two years, planned to assist program staff at the literacy congress in Washington. "After that — who knows," says Keller. "We've put all our things in storage, and rented our house." They are exploring options for travel and employment abroad for the year ahead, hoping to do some kind of international service similar to their work with the Peace Corps — in Africa again, if possible.

(Source: Michael R. Weibel, staff writer *The Herald Journal* Logan, Utah)



Nelson Cronyn, national champion cyclist, and his wife, Judith Keller, former director of Bridgerland Literacy in Logan, Utah, didn't really begin their tandem Bike for Literacy tour in the stacks of the library where the program is housed, but it's a great symbolic start for their 2,000 mile trek, which ended this month in Washington, D.C.

Photo: Jay Drowns, The Herald Journal, Logan, Utah

continued from page 2

TWO HUNDRED LETTERS

Copies of the letters, many of them handwritten by learners enrolled in the programs, have been prominently displayed on the walls at LLA headquarters as visual testament to the power of the written word.

The LSCA-Title VI library literacy program makes annual grants to state and local libraries to provide literacy services. Although only libraries may apply for the funds, the National Literacy Act requires that priority be given to libraries which coordinate their activities with local literacy organizations. Last year $8,163,000 was awarded to ten state libraries and 246 local libraries. The maximum award that can be given is $35,000. Application cycles usually begin in the fall.

For more information, contact the Office of Library Services, Office of Educational Research and Improvement, U.S. Department of Education, Washington, D.C. 20208-5571. Telephone 202-357-6321.

Joan Warrender, LLA's public communications officer, dismantles the exhibit of letters from supporters of library literacy funding. The display took up three partitions in the LLA national office. So many came in that not all could be given wall space.

A typical letter read: "I have been a student with the Choctaw County Literacy Council in Hugo, Oklahoma for over a year. They give us work books and furnish tutors for us. We are a poor county and if grant funds are withdrawn, this might mean the end of our literacy council. Most of the students can't afford to buy the books. I am a registered voter and I am concerned about our town. Please vote no on these cuts."

LLA MEMBERSHIP ELECTS NEW REPRESENTATIVES

Steering Committee Makes Appointments for 1993-1994

Three new members have been elected to serve on the LLA Steering Committee. They are Marita Almquist, executive director of the Literacy Council of Montgomery County in Rockville, MD; Consuella Brown, Lawton, OK, a VISTA Volunteer with the Oklahoma Literacy Coalition; and Audrey T. Haynes, Frankfort, KY, executive director of the Kentucky Literacy Commission. They were elected by the LLA membership through a ballot in the spring issue of *Literacy Advance*. Their term of office began July 1.

In addition to these new members, the Steering Committee includes new officers who were elected at the committee's March meeting. They are Margaret Eisenbeck (TX), chair; Marty Finsterbush (PA), vice chair; Lionel Johnson (OR), budget officer; and David Chandler (CO), secretary.

Appointments to other committees were made at that time as well. These include:

- *NEW READER* — Toni Cordell (OK), chair; Bob Mendez (CA), Steering Committee liaison; Honore François (MD) and Senutilia McKinley (OR), new members.
- *TRAINING AND CERTIFICATION* — Becky Shedd, (MN) chair; Marita Almquist (MD), Steering Committee liaison.
- *LONG RANGE PLANNING* — Janet Hansen (FL), chair; Lionel Johnson (OR), Steering Committee liaison; Jack Hatfield (TX), new member.

Al Bennett (CA) was appointed to serve on the Nominating Committee and Al Greenfield (MN) is as selected to represent the Steering Committee on the Laubach Literacy International Board of Trustees.

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WILL ANYONE MISS YOU?

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Richard K. Harmston, John A. Smith and Judith Keller

Literature Circles For New Adult Readers

Adults just beginning to read may not yet think of themselves as readers. Often they perceive themselves to be non-readers struggling with learning to identify words. Adult literacy programs need to include experiences that allow adult learners to think of themselves as readers getting better at a process they have already begun.

New adult readers, just like more experienced readers, need real reasons to read - - for assimilating new information, for pleasure, for expanding their life experience. Despite these needs, the first materials new adult readers are often given make little sense because the purpose in reading these materials is to practice letter sounds only, not to make meaning. Sentences like "Cal Hill gave Jill Hill a bill" are confusing, if not insulting, because such writing does not invite engagement, nor offer significant information.

Many people involved in adult literacy programs have recently sought more relevant reading materials and approaches that emphasize real reasons for reading. Personal narrative, writing produced by new adult readers, quality literature, and informal conversations about these engaging texts help new adult readers think of themselves as readers, not just learners.

Literature circles provide an opportunity for adult new readers to recognize that they are, indeed, readers engaging in a process they will continually refine over a lifetime. Literature circles allow readers to talk about print that interests them, to share their initial understandings of the books they choose, and to hear what other readers make of the same books. During these small group conversations, new adult readers share and negotiate meanings, explore personal connections and, in doing, discover the pleasures of real world reading. What takes place in a literature circle is not merely a literacy lesson, it is a literacy event.

The literature circle differs from the common literacy lesson in purpose and in the roles the participants play, though both events are important in helping new adult readers become better readers. The literacy lesson involves a tutor and a new adult reader working together to explore the conventions of print and to develop comprehension of a given text. The new reader is the novice who depends on the guidance of the tutor who is a skilled reader. In contrast, the literature circle moves beyond word identification and comprehension to reflecting on and connecting the text's content and themes to the readers' lives. Participants in a literature circle share their thoughts and feelings about a given book, as well as explore different perspectives on that book. Readers examine their own responses and sometimes change first impressions after hearing the responses of others and re-reading relevant passages. In a literature circle, the leaders or tutors act, not as teachers and discussion directors, but as equal partners sharing their own thoughts and feelings on an equal basis with all participants.

Excerpts from an Adult New Reader Literature Circle

Recently, twelve adults gathered one evening in a comfortable couch-filled meeting room in a retirement home in Logan, Utah for their bi-weekly new reader support group meeting. The group consisted of Judith, the director of the Bridgerland Literacy Center, Gordon, a university student who works as an administrative assistant in the center, one tutor, and nine adult new readers. Among the nine new readers were three married couples. Most group members were well acquainted with each other before beginning the literature circle.

On this evening's agenda was a literature circle discussion of Taro Yashima's *Crow Boy* about Chibi, a young Japanese boy who was afraid of his teacher and classmates, and who does not seem able to learn. Eventually, Mr Isobe, a new teacher, helps the students see the talents and special worth of this shy boy. This was to be the adult new readers' first literature circle discussion and their emotions ranged from excitement to nervousness. All participants had agreed to allow the discussion to be tape recorded.

To begin the literature circle process, Gordon distributed copies of *Crow Boy* and several Post-It notes to each of the participants, then asked everyone to read the book silently to themselves and place the

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Post-It notes on pages of particular personal importance. About 25 minutes later, when all had completed the silent reading, Gordon carefully reread the text aloud to support the group's understanding of the story and to emphasize the text's poetic nature. Then, when all the Post-Its were placed and the participants indicated that they were ready to begin, Judith simply asked, "Would somebody like to share their favorite part?"

The discussion began a little slowly, but soon picked up momentum as the participants became comfortable with the sharing process. During the 35 minute discussion, 174 remarks were made. The number of remarks made by each of the new readers ranged from 37 to zero, with most participants making about ten. The director, her assistant, and the tutor participated in the discussion. As the discussion progressed, the distinction between leaders and learners became irrelevant as everybody's comments were valued equally by all group members.

During the discussion of *Crow Boy*, the participants focused on the themes of loneliness, individual worth, and people helping each other. The new readers' specific comments included personal responses and connections, questions, and comments about the illustrations. For example, the following excerpt from the discussion shows how the new readers related Chibi's loneliness to one participant's experience as an only child.

Bernie: I marked the pages where he used to play alone and stuff and stay in all the time; nobody was playing with him. He was always by himself.

Gordon: Just kind of lonely.

Bernie: Ya, that's what it is, that's what it sounds like, he's lonely.

Jay: Maybe he's the only person in his family. Maybe he doesn't have any brothers and sisters.

Bernie: Well, I don't know.

Jay: That's a very lonely situation.

Gordon: Is it?

Jay: Yes, it is.

Don: Are you the only child?

Jay: Ya.

Don: I didn't know that.

Jay: I was the only one. I'll tell you what, it is not fun.

Although the author doesn't state that Chibi is an only child, the reader might infer this to help explain Chibi's isolation. Jay does what good readers do by bringing his own experience to the story in order to make meaning.

Another portion of the discussion shows the new readers exploring the book together, sharing differing opinions, then relating it back to their own experience, this time on the theme of self-worth.

Deanna: He was alone for so many years and then people recognized his importance. He felt good about himself when he left town and the people would hear his crow call, the happy one. I think it is because he knew all along his worth, and now the people knew too and that made him really happy.

Gordon: He could really feel it though now. I felt like up until Mr. Isobe came along, he didn't really feel good about himself.

Don: Especially for such a long time.

Gordon: Mr. Isobe let him, helped him feel good about himself.

Deanna: Do you think that maybe he had a suspicion that he was o.k., but the book wasn't telling that he was. But he had a suspicion and now that suspicion was confirmed.

Gordon: That's a good way of putting it. I think we all probably have the suspicion deep down inside us. But if the world dumps so many things on us, it buries that suspicion. Sometimes we need to tell each other, "Hey, you're o.k." while we're together

Don: That's why we're here.

Here, the new readers explored how individual identity is influenced by others. The discussion moved easily from the world of the book to the world of the participants.

At times, the discussion moved from the serious to the humorous. At one point, the new readers drew a connection between their own feelings of wanting to help others and a popular television commercial for Minit-Lube.

Deanna: I like the story, but if this is happening in my community, I need to look around and see it and I need to try to make a difference.

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Jim: That's for sure.

Bernie: Sure, it's happening everywhere.

Don: It's happening everywhere you go.

Jim: It has, and it's sad to say, it's always going to continue.

Gordon: You know, we all would like to go out and change the world.

Don: I just want to change the oil.

Bernie: Ya, the oil. (laughs)

Eric: We just want to change the oil, we don't want to change the world. (laughter).

The participants in this exchange are clearly enjoying each other, the book, and the opportunity to share a humorous connection across media. They have, in short, created a private joke that connects a significant book to their immediate lives.

The discussion easily moved across a range of emotions as the new readers often helped each other explore questions. At one point, three new readers poignantly recalled their memories of being mistreated, like Chibi.

Don: I have a question here, why would they call him names and all that even though they knew he may be a good person. That's what bothered me.

Gordon: Ya, I kept asking myself, why were those kids so mean, day after day after day?

Don: Six lonely years too.

Jay: I took many years of it.

Don: Ya, I took twevle years of it.

Gordon: I guess there isn't really an answer why kids are so mean. It's so sad.

Veda: That's the way kids are. That's how they was with me.

Don: Nature, human nature.

Jay: You can see it in the work places right now.

From these excerpts, one can sense the quality of the literary experience these adult new readers were sharing. These readers who for so long were excluded from the "grand conversation" of literacy can now experience its aesthetic rewards.

Starting Literature Circles

Adult literacy programs might initiate literature circles by an announcement in a monthly bulletin or by word of mouth. Tutors might invite new readers to participate in an upcoming literature circle discussion. The invitation will likely be even more tempting if the new reader has already had the opportunity to socialize with other new readers and tutors. Some literacy programs sponsor support groups, socials, and workshops where speakers share personal literacy histories, suggestions for communicating through writing, and so on. Such events can help new readers meet and feel at ease with one another.

When choosing books for literature circles, it is important to include quality literature on a variety of topics and over a range of reading levels. In some instances, this means using children's literature, which if thoughtfully selected, will not undermine the new reader's self-esteem. We believe that a good story works at any level.

Increasingly, publishers are producing books written especially for new readers. Many of these books contain controlled vocabulary and phonetic patterns, and are perceived by new readers as little more than a basal for adults. We prefer genuine literature with memorable language and compelling stories. Generally, ten copies of a title are needed so that each literature participant can have an individual copy to read. Public libraries often have multiple copies of some appropriate titles (see appendix).

New adult readers should be encouraged to select books primarily according to their interest in the subject matter, not the level of difficulty. If a new reader chooses a particularly challenging book, the tutor can provide instructional support during literacy lessons prior to the literature circle. If, on the other, hand, a new reader selects a book that is too simple, invite that reader to select a more appropriate book rather than lose interest.

Literature circles invite participants to see themselves as readers by bringing books into their conversations and into their vision of the world. In this context, books are not just for word recognition nor literal comprehension. Instead, they provide access to society at large and at the same time, illuminate personal experience. Literature circles concretely demonstrate to new adult readers what reading is for.

References

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FROM THE DIRECTOR...

by Bill Raleigh
LLA Program Director

When the National Literacy Act was signed into law in 1991 many of us involved in adult literacy hoped that it would result in significantly more funding for volunteer literacy programs.

While — with few exceptions — this hasn't yet happened, in some cases the Act has resulted in closer links between volunteer programs and their ABE counterparts. This is partly due to (and partly in spite of) the Act's requirement that volunteer programs be provided "direct and equitable access" to federal adult education funds.

Writing this requirement is one thing; implementing it is another. It will require volunteer literacy programs and ABE providers to think of themselves as allies and partners, and to collaborate more than they have in the past. In order to foster this ideal, representatives of LLA, Literacy Volunteers of America (LVA), and the National Council of State Directors of Adult Education met in Washington on June 30 to discuss how the National Literacy Act is being implemented and to identify opportunities for collaboration between ABE and volunteer literacy providers.

Peter Waite and I represented LLA at the meeting. Jana Crouch and Jon Randall came from LVA. Fran Tracy-Mumford (DE) and Bob Bickerton (MA) represented state ABE directors. LLA's Washington representative, Rich Long, and Judy Koloski, Director of the National Adult Education Professional Development Consortium, also participated.

We recognized that the Literacy Act is being carried out with varying success in each state, and that many challenges remain in achieving "direct and equitable access." Despite the uneven implementation of the Act, however, we agreed that the interests of all would be best served by collaboration and joint advocacy.

We noted that it is largely up to people like us to see to it that the "direct and equitable access" provision is fairly implemented, but agreed that leadership from the U.S. Department of Education would help to clarify questions about eligibility and to encourage (or mandate) collaboration. We considered the option of proposing revisions to the Literacy Act, but rejected it as not likely to be met with much Congressional support at this time. We believe that the stronger legislative strategy is to jointly advocate for significantly more funding for adult education, while committing to work together to see that direct and equitable access is actually achieved.

We also discussed short term strategies for fostering cooperation between volunteer and ABE programs, particularly at the state level, identified opportunities to meet jointly with representatives of the Department of Education, the National Governors Association and other national organizations, and made initial plans to capitalize on the expected release of the National Adult Literacy Survey on September 30 to draw attention to the funding required to fill the gap between the need for literacy and the services currently available.

Longer term strategies for collaboration include:

- proposing amendments to the Adult Education Act when it comes up for reauthorization in late 1994 and early 1995.
- looking for ways to lobby for state funding of literacy and adult education.
- pushing for significant increases in federal funding for adult education during the remainder of the nineties in order to make achieving the National Goal of "eliminating illiteracy" more realistic.

A follow-up meeting of the group is planned for September.

We'd be happy to consider your suggestions for closer collaboration.

TWO HUNDRED LETTERS IN TWO DAYS IMPRESS CONGRESS *BUT KILL FAX MACHINE*

by Bill Raleigh
LLA Program Director

A flurry of letters, faxes, and phone calls to members of Congress last June helped save the day for almost 250 library-based literacy programs that faced elimination or significant budget cuts. The libraries had applied for funding through the literacy component of the federal Library Services and Construction Act (LSCA Title VI), but at the last minute the U.S. House of Representatives slated the $8 million FY93 appropriation for elimination in an effort to fund a summer jobs program. Over 100 LLA member councils are based in libraries or have partnerships with them, and their services would have been severely curtailed if the cuts had been adopted.

When word spread that Congress was about to axe the program, LLA alerted its library-based members and urged them to contact their members of Congress and key committee members. Coincidentally, folks with Bridgerland Literacy, an LLA council in Logan, Utah, had mounted a telephone campaign to other library literacy programs to let them know that their funds were in jeopardy. As a result of this joint effort, in just two days over two hundred letters were faxed to LLA's Washington representative, Rich Long, who delivered them to members of Congress. The next day, the Senate Appropriations Committee voted not to kill the program.

"This really made a difference," says Long. "It just goes to show you how important it is for members of Congress to hear from their constituents when make-or-break issues come up. The only downside is that you all wore out my fax machine. I'll be sending you a bill."

LLA executive director Peter Waite agreed. "We're happy to subsidize repairs to Rich's fax machine if it continues to generate successes like this one. It's a small price to pay to help save these programs." Given that the average LLA council serves about 185 learners, the rescue of over 100 library literacy programs means almost 20,000 new readers will continue to have a place to learn next year.

continued on page 3

WASHINGTON UPDATE

by Rich Long

Congress and the Clinton administration have been working on a wide range of issues that can impact the literacy community. The administration proposed to eliminate funding for several programs, including the literacy component of the Library Services and Construction Act and the Student Literacy Corps. As reported in the article "Two Hundred Letters in Two Days," also on this page, the proposed library funding cuts were defeated.

The House, looking for ways to fund the President's economic stimulus package for this year, proposed cuts in 14 programs. The Senate rejected this approach, cutting nothing and not funding the President's economic stimulus package at the requested level. Then, while writing the spending plan for next year, the House decided NOT to cut those programs after all, but maintain them in the coming year. The House version prevailed in conference committee with the Senate, and education programs avoided cuts for FY93.

While Congress completes action on the spending plan for the 1994 fiscal year that begins October 1, 1993, the Clinton Administration is planning the following year's budget. (It takes about six months for the executive branch to prepare its recommendations.) What is significant about this early planning is that the initial guidelines to budget drafters are to cut all existing programs by ten percent for the 1995 budget in order to fund the new Clinton programs.

Congress is also working on redrafting the Elementary and Secondary Education Act, Head Start, and the Domestic Services Act, as well as writing new legislation on educational standards and assessment, school-to-work transition, and creating a new National Skills Board. The new board will establish criteria for various jobs. This includes what type of basic reading and other academic skills prospective employees will need.

The board, consisting of high-ranking leaders from business, labor, education, and the community, will also decide how to measure, through a testing program, whether or not individuals have the skills needed. Once people pass this test, they will receive a certificate to show prospective employers. If this new system is approved, it will mean a significant change in how a high school diploma and the general equivalency diploma (GED) are viewed by employers.

The House and Senate are also completing action on the new national service bill for college students. On July 28 the House approved the plan, but it was filibustered by the Republican minority in the Senate. Final action was deferred to September, with passage likely. If enacted into law, this program will allow up to 25,000 college students to work off their college loans with community service. This includes working in literacy programs.

Still to be finalized is who will be the new and first permanent director of the National Literacy Institute. As of this writing, three names have been forwarded to the Departments of Education, Labor, and Health and Human Services for final selection. "Stay tuned," as they say. "Film at 11."

TANDEM B

Former Bridgerland Literacy Director Judith Keller and h husband, Nelson Cronyn took a tour on their tande bike this summer — mor than 2,000 miles worth of

Nelson Cronyn, national ch Literacy in Logan, Utah, did library where the program r ended this month in Washin

continued from p

TWO HUND

Copies of the letters, many of them handwritt by learners enrolled in th programs, have been pr nently displayed on the walls at LLA headquarte as visual testament to the power of the written wor

The LSCA Title VI lib literacy program makes nual grants to state and l libraries to provide liter

Joan Warrender, LLA's pu communications officer, d ties the exhibit of letters fro supporters of library literac funding. The display took three partitions in the LLA tional office. So many can that not all could be given space.

A typical letter read: *"I has been a student with the Cheshire County Literacy Council in Hugo, Oklaho over a year. They give us books and furnish tutors f We are a poor county and grant funds are withdraw might mean the end of ou acy council. Most of the s can't afford to buy the boo am a registered voter and concerned about our town Please vote no on these*

Literacy Advance
(Volume 17, No. 3)
is a publication of Laubach Literacy Action, the United States program of Laubach Literacy International.

Executive Director: Peter A. Waite
Editor: Joan Warrender
Design: Bill Funch
Graphics: Fran Forstadt

Articles and photographs are welcome. We are particularly interested in tutor-student recognition, local LLA news, letters to the editor, and general news articles pertaining to literacy in the United States. Query the editor before submitting feature stories. Payment in copies on publication.

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